

***CTE Standards Unpacking
Principles of Selling***

Course: Principles of Selling

Course Description: Principles of Selling offers students an overview of the sales career and sales process. Topics include principles of selling, consumer and business buying behavior, the sales process and customer relationship management.

Career Cluster: Marketing

Prerequisites: Marketing Principles recommended

Program of Study Application: Principles of Selling is a pathway course in the Marketing career cluster, Professional Sales pathway.

INDICATOR #PS 1: Students will understand the role of sales.		
SUB-INDICATOR 1.1 (Webb Level: 1 Recall): Identify and explore sales career opportunities		
SUB-INDICATOR 1.2 (Webb Level: 1 Recall): Identify the promotional mix		
SUB-INDICATOR 1.3 (Webb Level: 2 Skill/Concept): Identify the role of sales in the promotional mix		
Knowledge (Factual): -Publicity -Sales promotion -Direct marketing -Digital marketing -Advertising	Understand (Conceptual): -Advantages and disadvantages of sales as a promotional tool -Costs/benefits of career in sales	Do (Application): -Explore sales career opportunities -Investigation the strengths and weaknesses in sales
Benchmarks: <i>Students will be assessed on their ability to:</i> <ul style="list-style-type: none"> • Deliver a persuasive speech and sell a product to the class. • Complete a job search in sales careers and find two potential jobs; then participate in a mock interview. 		
<i>Academic Connections</i>		
ELA Literacy and/or Math Standard (if applicable, Science and/or Social Studies Standard):	Sample Performance Task Aligned to the Academic Standard(s):	

SL.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.	-Deliver a persuasive sales speech to market a given product.
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INDICATOR #PS 2: Students will understand the unique challenges of ethical decisions in sales.		
SUB-INDICATOR 2.1 (Webb Level: 4 Extended Thinking): Apply ethical reasoning to a variety of workplace situations in order to make ethical decisions		
SUB-INDICATOR 2.2 (Webb Level: 2 Skill/Concept): Evaluate alternative responses to workplace situations based on legal responsibilities and employer policies		
SUB-INDICATOR 2.3 (Webb Level: 2 Skill/Concept): Evaluate alternative responses to workplace situations based on personal or professional ethical responsibility		
SUB-INDICATOR 2.4 (Webb Level: 1 Recall): Identify personal and long-term workplace consequences of unethical or illegal behaviors		
SUB-INDICATOR 2.5 (Webb Level: 3 Strategic Thinking): Explain personal and long-term workplace consequences of legal and ethical considerations		
Knowledge (Factual): -Employer policies -Business law fundamentals	Understand (Conceptual): -Legal and ethical responsibilities and employer policies -Determine the personal consequences for unethical decisions in the work place	Do (Application): -Explain personal and long-term workplace consequences of legal and ethical considerations
Benchmarks: <i>Students will be assessed on their ability to:</i> <ul style="list-style-type: none"> Review a case study and determine the ethical challenges that the sales professional(s) face. 		

Academic Connections	
ELA Literacy and/or Math Standard (if applicable, Science and/or Social Studies Standard): ELA: RI.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.	Sample Performance Task Aligned to the Academic Standard(s): -Review a case study and write an argumentative paragraph evaluating the potential ethical boundary violations.

INDICATOR # PS 3: Students will understand consumer and business buying behavior.		
SUB-INDICATOR 3.1 (Webb Level: 2 Skill/Concept): Differentiate between consumer needs and wants		
SUB-INDICATOR 3.2 (Webb Level: 2 Skill/Concept): Identify the consumer decision-making process		
SUB-INDICATOR 3.3 (Webb Level: 2 Skill/Concept): Understand unique aspects of business buying behavior		
Knowledge (Factual): -Needs/ Wants -Consumer/ Business decision making process -Buying situations: new buy, modified rebuy and straight rebuy -High and low involvement products	Understand (Conceptual): -Various buying situations and behaviors -Consequences of failing to focus on needs rather than wants -How opportunity costs impact the ability to make rational decisions	Do (Application): -List roles of participants in business buying centers -Explore major influences on consumer behavior -Explain steps in the decision-making process

Benchmarks:

Students will be assessed on their ability to:

- Observe and record buying behaviors of consumers in a retail environment.

Academic Connections

**ELA Literacy and/or Math Standard
(if applicable, Science and/or Social
Studies Standard):**

Econ: E.1.7
Apply marginal analysis in the economic
decision-making process

**Sample Performance Task Aligned to
the Academic Standard(s):**

Watch a Ted talk that address the
consumer's decision-making process.

INDICATOR #PS 4: Students will understand the sales process.

SUB-INDICATOR 4.1 (Webb Level: 2 Skill/Concept): Understand the selling process

SUB-INDICATOR 4.2 (Webb Level: 2 Skill/Concept): Explain lead generation and
qualification

SUB-INDICATOR 4.3 (Webb Level: 3 Strategic Thinking): Identify and utilize needs
assessment

SUB-INDICATOR 4.4 (Webb Level: 3 Strategic Thinking): Demonstrate the sales
presentation

SUB-INDICATOR 4.5 (Webb Level: 3 Strategic Thinking): Identify customer
concerns and strategies to handle objections

SUB-INDICATOR 4.6 (Webb Level: 3 Strategic Thinking): Identify how to close a
sale

SUB-INDICATOR 4.7 (Webb Level: 2 Skill/Concept): Determine the importance of
follow up within the sale process

Knowledge (Factual):

- Selling process
- Qualified lead:
willingness, ability and
authority
- Needs assessments
- The final stage of the
sales process

Understand (Conceptual):

- The importance of building
and maintaining long-term
relationships
- Strategies to address
customer objections
- The significance of
customer follow-up

Do (Application):

- Explore ways to
generate leads
- Identify needs
assessment techniques
- Determine customer
client needs
- Differentiate between
Features and Benefits of
a product

Benchmarks: <i>Students will be assessed on their ability to:</i> <ul style="list-style-type: none"> Market and sell a product to a given audience. ie: bake sale, service 	
Academic Connections	
ELA Literacy and/or Math Standard (if applicable, Science and/or Social Studies Standard): Math: F.LE.1 Distinguish between situations that can be modeled with linear functions and with exponential functions.	Sample Performance Task Aligned to the Academic Standard(s): -Create a line graph that represents the sales results.

INDICATOR #PS 5: Students will identify the importance of customer relationship management (CRM).		
SUB-INDICATOR 5.1 (Webb Level: 2 Skill/Concept): Understand the customer relationship management concept		
SUB-INDICATOR 5.2 (Webb Level: 3 Strategic Thinking): Explore available CRM technologies		
Knowledge (Factual): -Customer Relationship Management (CRM) -CRM technology	Understand (Conceptual): -Importance of the utilization of CRM -A brief foundation of CRM technologies -The need/ purpose of CRM	Do (Application): -Explore the function and purpose of current CRM software -Compare CRM practices in business
Benchmarks: <i>Students will be assessed on their ability to:</i> <ul style="list-style-type: none"> Compile questions for a guest speaker that address the importance of a CRM's role in a company, then reflect on the discussion. 		
Academic Connections		
ELA Literacy and/or Math Standard (if applicable, Science and/or Social Studies Standard):	Sample Performance Task Aligned to the Academic Standard(s): -Compile questions for a guest speaker	

W.2. Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.	that address the importance of a CRM's role in a company, then reflect on the discussion.
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